DOCUMENT RESUME

ED 314 173 PS 018 482

TITLE The Early History of Missouri's Parents as Teachers Program, 1981-89. Report #89-3.
INSTITUTION Missouri Univ., St. Louis. Parents as Teachers National Center.
PUB DATE 89
NOTE 28p.; For related documents, see PS 018 480-481.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational History; Federal Government; Financial Support; *Government Role; *Parent Education; *Parents as Teachers; *Program Development; *Program Evaluation; State Government; State Legislation; Teacher Education
IDENTIFIERS *Legislative History; Missouri; Program Adaptation

ABSTRACT

This report records the first decade (1981-1989) of the Parents As Teachers program of the School of Education at the University of Missouri at St. Louis. Documentation concerns: (1) implementation of a pilot project, New Parents As Teachers (NPAT), in four Missouri public school systems in 1981; (2) establishment of the Commissioner's Committee on Parents as Teachers (PAT) in 1982; (3) passage of the Early Childhood Development Act, Missouri SB 658, in 1984; (4) curriculum development and adaptation for statewide expansion of PAT; (5) identification of SB 658 funding priorities; (6) evaluation findings that strongly supported parental guidance of the early learning process; (7) national media exposure by 1985; (8) expansion of state-appropriated funding; (9) an evaluation involving 37 public school systems intended to document PAT's effectiveness with a broad range of families; (10) program replication in school districts and social service agencies in 11 states by 1987; (11) increases in grants and funding awards; (12) adaptation of the model for PAT implementation in child care centers; (13) an 18-month study of adaptation of the PAT program for disadvantaged urban families; and (14) national expansion of PAT by 1989. The report concludes with a discussion of the development of a course of study leading to a Graduate Certificate in Parents as Teachers and other innovations. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED314173

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PARENTS AS TEACHERS NATIONAL CENTER

Report #89-3: The Early History of Missouri's Parents As Teachers Program, 1981-89

REPORT SERIES

University of Missouri St. Louis

THE NATIONAL CENTER

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Thomas E. Jordan
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 018132

BEST COPY AVAILABLE

Report #89-3: The Early History of Missouri's Parents As Teachers Program, 1981-89

ABSTRACT

This report records the first decade of the Parents As Teachers program, and early phase of the National Parents As Teachers Center in the School of Education of the University of Missouri-St. Louis. The document capitalizes on the perceptions of key figures in the period when the program was established in Missouri.

Report #89-3: The Early History of Missouri's Parents As Teachers Program, 1981-89

INTRODUCTION

One of the challenges which significant programs present in their mature years is maintenance of their original values and goals. While evolution is necessary and desirable, the insights which led to establishment of a program can be a useful reference in later years.

This paper is a brief overview of developments up to the end of 1989. At the moment the Vice Chancellor for Academic Affairs has established a search committee. Appendix 1 is the job description circulated in November, 1989. Under permanent leadership the National Center will build on the achievements to date of Mildred Winter and her colleagues. This document records briefly the developments of the 1980's, and we trust that in future years this record of the first decade will be of use in the preparation of a more extensive document.

The Missouri Parents As Teachers (PAT) program traces its immediate beginning to the 1981 statewide "Conference for Decision Makers", sponsored by the Department of Elementary and Secondary Education (DESE). This conference was an instrumental forum for educators, legislators, and leaders in the private sector to discuss early childhood education and issues in parent education, which had, over the last several years, become an increasingly popular topic and area of concern nationwide. Missouri's DESE and the State Board of Education had begun to focus on these issues as priorities for public schools in 1972. As a result of the "Conference for Decision Makers", the Missouri Department of Elementary and Secondary Education, in conjunction with the Danforth Foundation in St. Louis, designed and implemented a pilot project, New Parents as Teachers (NPAT), in four Missouri public school systems in 1981.

The research of Dr. Burton L. White, of Harvard University, provided the foundation upon which the project was developed. The theoretical basis of the NPAT program suggests that the most critical learning experiences occur in the first three years of life. Experiences in these early years provide a basic foundation for learning which is far too consequential to be ignored by parents, families, or the public school systems. The purpose of the pilot project was to demonstrate the value of early, quality parent education. White's research in this area, spanning more than 20 years, supported the theory that providing education to parents of young children is more fundamental than intervention strategies. It provides benefits beyond those of remediation programs at the elementary school level, as is traditional in public school systems nationwide.

Missouri's four pilot school districts selected by DESE in 1981 were Farmington, Ferguson-Florissant, Francis Howell, and Independence. These sites were chosen to represent the rural, small community, suburban, and urban populous of the state and a cross-section of Missouri's young families. Each of the four pilot projects was awarded $30,000 each year for four years to support the project. Each school district was also expected to provide local support for the program. Dr. Burton White provided consultation and staff inservice training assistance for the pilot schools. This component of the project was financed by the Danforth Foundation in St. Louis.

The focus of the Missouri pilot project was first-time parents, as it was the intent of the project to avoid the effects of any previous child-rearing experience. A serious effort was made in each of the four communities to recruit 65 to 100 families expecting a first child, which were representative of families in those communities. The single exclusionary criteria was that mothers were required to be at least 16 years old at the time of delivery. Representativeness was determined by examination of birth records six months prior to recruitment. During the first year, approximately 380 families in the four communities were project participants. The routine examination of birth records, and active recruiting of those families who may have been missed at the exact time of birth of the first child, caused some families not to be enrolled until the child was several weeks old. These cautionary measures and active solicitation ensured that participants represented all socioeconomic strata, parental ages (above age 16), and family configurations.

It also allowed the project to avoid the potential bias caused by subject self-selection. This was a concern both to White and the Department of Elementary and Secondary Education staff, because the results of research on the pilot participants would be valuable only to the extent that it was generalizable to the entire population of first time parents. Self-selection would have resulted in participation of only the most highly interested parents and of those parents most aware of events taking place in their community. Parents most in need of information regarding parenting skills may, in fact, have been the least likely to participate had self-selection been the method employed to select a pilot sample.

Comprehensive services were provided to participants from the third trimester of pregnancy to the child's third birthday. Four major services were provided to families participating in the project and are briefly highlighted as:

- information and guidance to parents in promoting language, cognitive, motor, and social development in the child at the appropriate age/time;
- periodic screening to monitor the child's total development including interpersonal skill acquisition, general competence, hearing and vision;
- personal monthly visits in the home by parent educators to individualize the program for each family;
- monthly group meetings for parents with children of the same age. The group meetings were held at the school site.

Personnel at each pilot study site included a part-time administrator, two full-time equivalent parent educators, and a part-time secretary. Parent educators were trained in both child development and parent education. All parent educators were parents, and some were certificated teachers.

In 1982, Commissioner of Education, Dr. Arthur L. Mallory, established the Commissioner's Committee on Parents as Teachers. Among the many prominent members of this committee were Carolyn Losos and Jane Paine, who are sustaining members of the committee, and Duane Christensen of Maritz, Inc., whose participation and interest led to slide/tape presentations being developed and duplicated for use throughout the state. This proved to be a most valuable tool for disseminating information about the PAT program to public school administrators statewide as the program expanded beyond the four pilot programs. The focus of this committee was to promote parent awareness of, and involvement in, their children's education beginning at birth. In addition, at the local level, advisory committees were formed, including members of the health care and social services professions, as well as civic and, in some instances, religious leaders. These local advisory committees provided a heightened community awareness of, and hence, involvement in, the NPAT project.

Simultaneously, staff inservice training and program monitoring were continuing under the supervision of the DESE staff. White served as a consultant in these areas, as well as in the development of the curriculum materials used by parent educators with the children and parents. Curricular materials were organized according to the seven phases of child development from birth to three years as outlined in

The First Three Years of Life, (White, 1985). Mildred Winter, State Project Director for NPAT, for the Department of Elementary and Secondary Education, maintained primary responsibility for curriculum development.

Program designers had also specified in the initial phases of implementation that an evaluation of the program be conducted during the third year of operation. Research and Training Associates, Inc., of Overland Park, Kansas, was retained to conduct an independent evaluation of the effectiveness of the NPAT program.

During the 1983-84 academic year as the NPAT project progressed, the Commissioner's Committee on Parents as Teachers continued to promote the work being accomplished in the pilot schools.

The landmark for public policy in early childhood and parent education efforts came in June, 1984, with the passage of the Early Childhood Development Act (Missouri SB 658). This legislation authorized state funding for developmental screening of children ages one through four, parent education for families with children from birth through age four, and parent-child programs for developmentally delayed 3- and 4-year-old children. Subject to state appropriations, these services were mandated for all local school districts based on voluntary parent enrollment and participation. Parent education was to be offered to all families with age-eligible children, an expansion from the first-born children served during the pilot project. The Commissioner's Committee, according to Mildred Winter, NPAT project director, played a very significant role in generating funding for the necessary "awareness sessions" for administrators and others interested in the NPAT model.

The DESE staff was also directed to develop guidelines for full implementation of SB 658 provisions by local educational agencies.It then became necessary for the Missouri Department of Elementary and Secondary Education, and NPAT project director Mildred Winter, to implement the appropriate training statewide for local school administrators and parent educators.

Mildred Winter had been the only person employed by the DESE in early childhood education since her appointment as Missouri's first director of early childhood education in 1972. Effective implementation of the mandates of SB 658 would require services beyond that which a single director at the state level would be able to provide. At this time, Winter requested that her resignation be accepted by DESE in order to pursue her career in the St. Louis metropolitan area. Commissioner Mallory proposed that Winter assume responsibility for designing and implementing preservice and inservice training for parent educators and administrators, as well as curriculum development/adaptation for statewide expansion of the PAT program. An office was established on the University of Missouri - St.Louis campus, when she agreed to the assignment in October, 1984. Through funds provided by the Danforth Foundation in 1985, the coordinator of the Commissioner's committee on Parents as Teachers was employed as a part-time administrative assistant.

Migration of the PAT offices to the University of Missouri - St. Louis campus had several advantages, especially at the time of tremendous expansion of program services. Geographically located near the urban St. Louis City schools, several dozen large suburban schools, an international airport, and the immediate availability of academic

personnel at the University made the University of Missouri - St. Louis a more suitable location than Jefferson City in central Missouri.

In 1985, Governor John Ashcroft identified the funding priorities to be established under SB 658. State priorities became the developmental screening for ages one and two, and parent education for families with children under age three. The legislature appropriated $2.8 million to provide the services as prioritized by the Governor to ten percent of Missouri's eligible children and families. It was mandated in this session that every one of Missouri's 543 public school districts have an operational program by January, 1986. Preservice training for school administrators and parent educators across the state began in June, 1985. All preservice training was conducted by professional staff involved in the NPAT pilot project.

The growth, expansion, and funding priority given to S.B. 658 in Missouri occurred despite mixed and inconclusive results of past research concerning the effectiveness of such programs (Stevens, 1978; Crinic, Friedrich & Greenberg, 1983). A number of other studies had shown that parent and early child childhood education resulted in significant benefits in terms of children's intellectual capability, language development, or social development (Bronfenbrenner, 1975; Garber and Heber, 1981; Consortium for Longitudinal Studies, 1983; Ramey and Haskins, 1981). Additionally, an expanding body of literature substantiated the positive effects of adequate social support systems during times of personal stress -- such as the birth of a first-born child -- and their effects on an adult's psychological well-being. (Gottlieb, 1981; Wandersman, Wandersman, and Kahn, 1980; Slaughter, 1983).

Results of the independent evaluation of the NPAT project, which had been completed by Research and Training Associates, indicated the strongest evidence to date supporting the value of parental guidance of the early learning process. Even the Head Start program, previously the landmark effort in expanding public services to children, did not produce such significant results, in spite of its ground-breaking historical nature, according to Burton White.

Six hypothesized outcomes comprised the independent evaluator's major efforts in reviewing the NPAT project. As stated in the firm's October, 1985, report to Commissioner of Education, Arthur Mallory, the six basic outcomes determining program significance were:

(1) Children of participating parents will demonstrate better intellectual and language development as compared to a comparison group or to the normed group of nationally representative children;

(2) Children of participating parents will demonstrate more positive social development as compared to a comparison group of children;

(3) Children of participating parents will demonstrate fewer undetected incidences of handicapping conditions, particularly in hearing, as compared to a comparison group of children;

(4) Participating parents will demonstrate increased knowledge of child development and child-rearing practices;

(5) Participating parents will demonstrate positive feelings about the program's usefulness; and

(6) Participating parents will demonstrate positive attitudes toward the school district.

In addition to these outcomes, several other research areas were of interest to DESE and were investigated. These areas included the following questions:

(1) To what extent did early detection of potentially handicapping conditions by NPAT staff reduce the size of the "at-risk" population at age three?

(2) Are traditional measures of "at risk" family characteristics (e.g., single-parent households, parents' age and education, receipt of public assistance, quantity of alternate care, etc.) related to a child's ability at age three?

(3) Is parent knowledge of child development related to the child's ability at age three?

(4) Is the extent to which parents participate in project activities related to the child's performance at age three?

(5) Do parents with certain background and family characteristics tend to be "better" NPAT participants?

Detailed evaluation results and criteria employed for measurement can be found in the Evaluation Report to Commissioner Mallory, October, 1985. However, a brief summary of results as reported to DESE based on 75 randomly selected children involved in the pilot project and 75 comparison children (of families not receiving services) indicated:

- o significantly higher scores on all measures of intelligence, achievement, auditory comprehension, and verbal and language ability in NPAT children;
- o significantly greater positive social development in NPAT children;
- o NPAT parents were significantly more knowledgeable in child development and in child-rearing practices;
- o traditional measures of "risk" were not related to a child's development by age three;
- o NPAT staff were successful in identifying and intervening in non-traditional "at risk" situations.
- o NPAT families viewed both the NPAT program and the public school system favorably.

By late 1985, the program was receiving increased national exposure in various media as a landmark effort in public school services. Hundreds of out-of-state requests for information and training had begun to be received and Parents As Teachers training was made available to out-of-state participants. Media attention was caused by the public release of the results of the NPAT evaluation report by DESE.

In 1986, state-appropriated funding of the NPAT program increased to a level such that services were provided to twenty percent of the eligible population for screening and parent education. Program expansion across the state resulted in increased demand for training. With DESE and Danforth Foundation funding, Susan Treffeisen, parent educator in the pilot project, was added to Winter's staff as training coordinator. A full-time secretary was also employed.

Also in 1986, a "Second Wave" evaluation was initiated, which involved 37 diverse public school systems, include the urban St. Louis and Kansas City districts. The purpose of the study was to document the PAT program's effectiveness with a broad range of families enrolling in the program prenatally or with an infant less than eight months old.

In response to a myriad of requests now coming from all 50 states and from foreign countries, the PAT National Center was established in December, 1986, and quickly proved to be a significant provider of services to public schools and policy-making agencies in a critical area of child development heretofore overlooked in public policy agendas. The mission of the PAT National Center was dual-purposed, both to enhance the Missouri PAT program and to respond to the unprecedented national and international interest.

In 1987, Missouri continued to credential hundreds of parent educators in its expanding program. Additionally, 48 professional educators from 14 states and Alberta, Canada, were trained. Bi-monthly regional inservice training sessions were held for 1200 Missouri parent educators and program administrators. The National Center staff responded to requests to provide on-site training and consultation in several states.

By this time, the program had been replicated in school districts and social service agencies in New York, Texas, Indiana, Delaware, California, Arizona, Oregon, Wisconsin, Ohio, Connecticut, and Washington. Interest in the program, and its replication, stemmed from increased exposure and attention to the successful results of the program in varied media including Psychology Today, the New York Times,

St. Louis Globe Democrat and Post Dispatch, CBS, NBC, ABC, and CNN television networks, British television, Redbook, Family Circle, Child, and Prevention Forum. United States Secretary of Education William Bennett authored one of the articles concerning the program.

Additional grants and funding awards to the National Center were received in 1987, due to the increased attention to the program by educators and the public at large. During this year, funds were received from the Danforth Foundation, Ford Foundation, the Green Foundation (Mexico, Missouri), Smith Richardson Foundation, Inc., United States Senator Christopher Bond, and the Ford Foundation/ Harvard University John F. Kennedy School of Government. In addition, the Ford Foundation/Harvard University John F. Kennedy School of Government selected the Missouri Parents as Teachers program as one of ten recipients of the "Innovations in State and Local Government Awards Program". As a finalist, the Missouri Parents as Teachers Program was among eight innovative programs in the public sector to be selected for a documentary feature film to be used by the Ford Foundation as an exemplary program.

As grants and awards continued for program funding, the staff at the UMSL-based PAT National Center under Mildred Winter continued to develop and revise materials for staff use and for use with participating families. A model adaptation for implementation of the Parents as Teachers program in a child care center was developed in conjunction with the Clayton Child Center. A trainer's manual was designed for staff development and a concentration on parent material revision caused previously implemented materials to be written and illustrated more elaborately for use with families with limited reading ability.

In March, 1987, a Parents as Teachers National Advisory Board was appointed by Commissioner Mallory. Among members of the Advisory Board were Missouri Governor John Ashcroft, Missouri Senator Christopher S. Bond, Ernest L. Boyer, T. Berry Brazelton, and Edward Ziegler.

During this time, President Ronald Reagan and Secretary of Education William Bennett attended a meeting in Columbia, Missouri, which included a report on the PAT program and the results which characterized early intervention and parent education in families throughout the state. In October of 1987, the Parents as Teachers National Advisory Board held its second meeting in conjunction with the National Invitational Conference, "Investing in the Beginning: New Directions in Public Policy for Young Children and Their Families" convened by Governor John Ashcroft. This conference was held in St. Louis in cooperation with the Education Commission of the States. Local (St. Louis metropolitan area) PAT programs hosted 150 site visitors from 41 states, Puerto Rico, Mexico, and Great Britain during this conference.

At the invitation of Committee Chairman George Miller, the PAT National Center Director testified before the Congressional Hearing of the Select Committee on Children, Youth and Families. Attention continued throughout 1987 and 1988 with invitations and requests for information coming from throughout the United States and foreign countries. Requests for information included requests for training and consultation for appropriate adaptation of the program into social service settings, private day care settings, for primary service to disadvantaged urban families and for settings outside of the United States where public sector services and family structures take forms quite diverse and different from the adaptations now being seen across

the United States. Finally, in December, 1987, the Ford and Danforth Foundations awarded the National Center a $98,000 "transition grant" for long-range planning purposes and the employment of additional staff for the ever-increasing demands for consultation services, training, and staff development nationwide.

Beginning in January, 1988, the PAT National Center in cooperation with the St. Louis Public School System, initiated an 18-month study of adapting the Parents As Teachers program for disadvantaged urban families. Inservice training and consultation by Mildred Winter and the staff have continued throughout much of the United States and included Great Britain and New Zealand. Visits to the National Center were made by government officials from Japan and New Zealand. Canadian and Saudi Arabian participants were part of PAT training and consultation institutes.

Several methods characterized research and evaluation during this time. A follow-up study on NPAT pilot project and comparison children and parents was initiated as these children entered kindergarten or first grade in September of 1988. Additionally, the Second Wave Evaluation Study continued on 2529 families in 37 school districts who enrolled in the PAT program in the 1986-87 school year.

Simultaneously, the PAT program continued to grow steadily within Missouri and across the United States. The growth and interest continued to be reflected in various media nationwide, and it had become very difficult at this time to determine the cause and effect relationship between the growth and expansion of the program throughout the States and the continued expansion of media coverage of the

successful and innovative PAT program, the "peg" upon which media coverage was developed.

As a result of the PAT National Center's development of a three-year plan produced during the 18-month proposal to the Ford Foundation resulted in a $300,000 grant award to the Center in August of 1988. A report was produced on the October, 1987, Conference for Decision-Makers, "Investing in the Beginning", convened by Governor Ashcroft.

Indication of the national expansion of the PAT concept in this most recent period of development can be seen in several states. The Kansas House of Representatives overwhelmingly approved PAT enabling legislation in March, 1989. The bill failed to come out of committee in the Senate, however, and plans were developed to reintroduce the legislation in 1990. Pilot programs in Rhode Island and Texas are working toward statewide expansion. In Louisiana, the State Education Agency has plans to institute regional PAT programs. Enabling legislation for the PAT program is being framed in Connecticut. Enabling legislation which had legislative approval in 1988 in California, but failed to receive governor's approval, is to be reintroduced. And, in New York City, Public School 126 has expressed interest in initiating PAT as a result of successful implementation in another New York State school system.

New direction and refined targeting can be seen during this time in development of program materials in program-specific adaptations. The revised edition of Parents as Teachers Planning and Implementation Guide, developed for distribution in the summer of 1989, incorporates T. Berry Brazelton's work, in addition to Burton White's. Surveys of 26 PAT programs targeted for teenage mothers has provided valuable

information on successful strategies. A summary report of these findings will become the basis for further study and material development for adaptation of PAT programs for adolescent mothers. An institute on PAT in the child care setting has resulted in refinement of this model (through implementation in seven distinctly different child care centers). Further study of this model will be pursued, as will models for PAT in the workplace, which was initiated in a major St. Louis based corporation. A further target expansion can be seen in the availability to Missouri programs of a Spanish translation of materials for parents of limited reading ability. Rhode Island PAT program personnel promised to provide the PAT National Center with a Portuguese translation.

The recognition given to the PAT program and the National Center is broad-based and takes both formal and informal bents. During a St. Louis leg of the 1988 presidential campaign, Barbara Bush visited the Normandy School District PAT program. She, in turn, spoke in favorable terms of the program in an interview reported in USA Today. The Harvard Family Research Project featured the Missouri PAT program along with four other state programs in its publication, Pioneering States: Innovative Family Support and Education Programs. During 1988, PAT articles were featured in the New York Times, Christian Science Monitor, Chicago Sun Times, Education Week, Principal, Zero to Three, Missouri Schools, and School & Community. Nationally disseminated publications which highlighted the PAT program during 1988 included publications of the National Governors Association and the Education Commission of the States. Additionally, Mildred Winter co-authored a

chapter on PAT in the recently-released Second Handbook on Parent Education: Contemporary Perspectives, edited by Marvin J. Fine.

The Council of State Governments recognized the PAT program with one of eight Innovations Awards. It was the only educational program recognized by the Council. Members of the Council staff visited the National Center in preparation for a forthcoming comprehensive report on the program. The report will be disseminated in all 50 states.

Along with growth and expansion, the National Center staff provided on-site training for interested program developers in California, Connecticut, Texas, and Florida. Consultation on policy development was provided to decision-makers in California, Connecticut, Illinois, Indiana, Kansas, Louisiana, Michigan, Mississippi, New Jersey, North Carolina, Pennsylvania, Rhode Island, Tennessee, Texas, West Virginia, and Toronto, Ontario, and Calgary, Alberta, Canada. Video tapes, produced with Ford Foundation Innovations grant monies, enhanced the training programs.

Within the state, many inservice opportunities kept the National Center staff actively involved with Missouri educators in 1988 and 1989. Information services, an integral component of the program, since the PAT's inception, have recently taken innovative directions. To receive maximum visibility within the state, a survey of local program personnel was taken in 1989. Their suggestions for increasing public awareness became a part of a statewide marketing plan. Funding for the plan came come directly from monies received as a part of the Ford Foundations Innovations Award. The St. Louis-based CPI Corporation has committed funds for production of a video marketing film for statewide use in local childbirth classes for expectant mothers and

fathers, and for viewing in hospitals for mothers who have just given birth. Local hospital staffs and pediatricians were contacted to make them aware of the video and enlist their cooperation in dissemination. Highlighted among the various activities continuing through the National Center during these years are:

- o Advanced Training Institutes for educators in St. Louis, Kansas City, and Springfield;
- o Special seminar opportunities for participants by T. Berry Brazelton and Harvard Medical School associate faculty;
- o numerous requests for on-site consultations and training provided by regional training teams;
- o numerous inservice sessions on strategies for working with families of special needs children.

Beyond these activities, the National Center staff provides annual institutes at which 350 to 400 new Missouri parent educators are credentialed. Recertification continues to be issued to 1000 parent educators annually upon completion of the State Board of Education's requirements for service delivery and inservice training.

The Second Wave Evaluation Study investigates the PAT program's impact on families, given differing amounts and quality of both parent participation and PAT service delivery. Four hundred Second Wave families from 37 school districts across the state have been randomly selected for this study. Within one month after each child's third birthday, an evaluation of the intellectual and language development and social competence is being made. At this time, measurement of parents' knowledge of child development and childrearing practices

will also be completed. Evaluations began in February, 1989, and will continue through May, 1990. Because the sample includes families varying in residence (urban, suburban, rural, and outstate city), in marital status (one vs. two parents), income level, mothers' age, mothers' education, and ethnicity, the impact that the PAT program has on these different types of families will be the focus of this research. Differences in parents' program participation and differences in districts' service delivery, and the impact of these aspects in children's and adults' development will be studied simultaneously.

The NPAT Longitudinal Study investigates whether the original New Parents as Teacher (NPAT) children are sustaining the advantage they demonstrated in the 1985 NPAT Evaluation Study. Locating these 150 project and comparison children, who are enrolled in Kindergarten and first grade in public and private schools throughout the state is now underway. During the first year of this study, the children's teachers will complete questionnaires which focus on their classroom behavior, attendance, and achievement, and the parents' involvement in the school. Parents will complete a questionnaire which focuses on:

- the child's feelings about their school experience;
- parents' own feelings about their child's school;
- parents involvement in the school;
- shared activities with their child outside of school.

It is hoped that, at minimum, this study can be maintained through the primary grades.

Adjunct Professor Louis M. Smith, of the University of Missouri - St. Louis and Washington University, is implementing a case study of PAT adaptations for the hard-to-reach and maintain urban families in

St. Louis City. Over an 18-month period, Smith has observed a variety of personal home visits, group meetings, staff meetings, and inservice training sessions. He will interview both parents and PAT staff. This research and the resulting manual will provide valuable information regarding program operations, successful strategies, and obstacles or problematic areas. This information can both strengthen PAT programs within and outside the state and improve the knowledge base of the PAT staff in future service to families in urban settings.

Other studies under way at the time of writing are a methodological paper for program evaluators on assessing preschool education in terms of fiscal costs and benefits. A second study surveys bills under consideration in the legislature of the fifty states which affect the welfare of families with small children.

Early in 1989, the Center acquired its first Executive Director, on an interim basis. Curators Professor Thomas E. Jordan assumed temporary leadership of the National Center, with the search for a permanent Executive Director begun in late Fall, 1989. At the same time, a Joint Management Committee representing the office of the Governor, the University of Missouri, the Missouri Department of Elementary and Secondary Education and the private sector was formed. The Joint Committee, which meets at intervals of six weeks to review progress, receives reports of progress to date, and coordinates the interests of the University and the Department of Elementary and Secondary Education. In addition the National Advisory Board met in November, 1989. The Board reviewed developments and offered advice for future growth.

An innovation of 1989 has been development of linkages between the National Center and departments of the School of Education. To that end, a faculty committee representing the two relevant departments plus the Center has drawn up a proposed curriculum. This course of study consisting of eighteen semester hours will lead to a Graduate Certificate (not a degree) in Parents As Teachers. At the time of writing (12/89), the curriculum has been formulated by the Department of Elementary and Early Education which will sponsor it to the School of Education. The proposal moves to the Graduate Council and the campus Senate in the next few months, and implementation should occur in 1990. Also, we have arranged for the National Center's Coordinator of Research to teach a graduate course in child development, beginning in early 1990.

A second innovation has been development of a publication series. Appendix 2 lists the 1989 publications of which this is the fourth. We foresee several publications in 1990, several of which are at hand.

To conclude, the growth of the Parents As Teachers program has been phenomenal and due in no small degree to the many interested parties whose efforts have been focused by Ms. Mildred Winter and colleagues. Currently the National Center is working through a transition, and the appointment of an Executive Director in 1990 will provide an opportunity to consolidate gains and set new goals.

BIBLIOGRAPHY

Bronfenbrenner, U. (1975) Is Early Intervention Effective? In M. Guttentag and E.L. Stuering (Eds), Handbook of Evaluation Research, Vol. 2, pp 519-604. Beverly Hills, CA: Sage Pub.

Consortium for Longitudinal Studies, (1983) Univ. Park Press, As the twig is bent; Lasting effects of preschool programs. Hillsdale, NJ: Lawrence Erlbaum Associates.

Crinic, K., Friedrich, W., and Greenberg, M. (1983). Adaptation of families with mentally retarded children: A model of stress, coping, and family ecology. American Journal of Mental Deficiency, 88, pp. 125-138.

Garber, H. and Heber, R. (1981) The effects of intervention with family rehabilitation. In M.J. Begab, H.C. Haywood, L. Garber (Eds.) Psychosocial influences in retarded performances: Strategies for improving school competence, Vol. 2, pp. 71-88. Baltimore, MD, University Park Press.

Gottlieb, B. (1981) Preventive interventions involving social networks and social support. In B. Gottleib (Ed), Social networks and social support, pp. 201-232. Beverly Hills, CA: Sage Publishing.

Ramey, C. and Haskins, R. (1981) The causes and treatment of school failure: Insights from the Carolina Abcederian Project, pp. 89-112. In M.J. Begab, H. C. Haywood, L. Garber (Eds), Psychosocial influences in retarded performance: Strategies for improving school competence, Vol. 2, pp. 71-88.

Slaughter, D.T. (1983) Early interventions and its effects on maternal and child development. Society for Research in Child Development. Vol. 48, No. 4 (Serial No. 202)

Wandersman, P.L., Wandersman, P.L., and Kahn, S. (1980) Social support in the transition to parenthood. Journal of Community Psychology, 8, (4), pp. 332-342.

White, B. (1985) The First Three Years of Life. 2nd Edition. New York. Prentice Hall.

Position Announcement

Executive Director, Parents as Teachers National Center

Missouri was the first state in the nation to initiate a statewide program providing direct educational services to parents of children from birth to age three. The program, known as Parents as Teachers, is authorized by Missouri's Early Childhood Development Act of 1984. The program has received considerable national publicity for its effectiveness and its innovative approach to early educational intervention.

Currently under contract with the State Department of Elementary and Secondary Education, the Parents as Teachers National Center is an administrative unit at the School of Education, University of Missouri-St. Louis; additional funding sources are the University and several foundations. The Center provides training and continuing education, dissemination of information, research and evaluation, and public policy initiatives related to the Parents as Teachers program within Missouri as well as to local school districts and other entities outside the State wishing to establish educational programs for parents of very young children. There is a growing demand for the services which are provided by the Center in Missouri and throughout the nation.

Qualifications Desired

1. Terminal degree and qualifications for appointment as an Associate Professor either tenured or in a tenurable line in the University of Missouri-St. Louis School of Education, preferably in early childhood education or elementary education. The person selected will hold an earned doctoral degree, have several years of post-doctoral activities including relevant administrative experience, and also have a record of publications in national, refereed journals.
2. Experience in the field of early childhood education and parent education.
3. Demonstrated experience in securing and administering grants.

The person selected will demonstrate high quality of achievement in a combination of the appropriate skills and experience.

Please send letters of application and nominations to:

Dean Donald Robinson
School of Education
University of Missouri-St. Louis
St. Louis, MO 63121

University of Missouri St. Louis

The University of Missouri-St. Louis is an Equal Opportunity and Affirmative Action employer.

APPENDIX 2

ANNOTATED BIBLIOGRAPHY OF PUBLICATIONS

OF THE

NATIONAL PARENTS AS TEACHERS CENTER
(1989)

1. Self-Study.
   This paper is based on the written comments of the National Center staff on their appraisal of the Center.

2. Development of Height, Weight and Body Mass In Infants From Birth To Age Seven.
   Drawn from the St. Louis Baby Study this paper presents narrative data on the height and weight of black and white children born in St. Louis and followed from birth.

3. Parents As Teachers: Adaptation in Child Care Centers.
   The P.A.T. curriculum is being considered increasingly by day-care centers. In this paper, ethnographically-based views are presented, based on adaptation of the curriculum in several day-care operations.

4. History of the Parents As Teachers Program.
   Approaching the end of the first decade provides an occasion to record the early stages and current (1989) activities of the Parents As Teachers program and Center.

(Approximately the same number of papers is projected for 1990)